Report - IM2661 - 2016-01-05

Respondents: 1
Answer Count: 1
Answer Frequency: 100,00 %

Course analysis carried out by (name, e-mail):

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COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

The course was consisted of 10 lectures and the examination was done as a continuous written exam. It consisted of four different parts:
i) a group home exercise with problems to be solved
ii) short individual exams on theory
iii) a short individual exam on conceptual understanding
iv) group essays on evaluating a superconducting applications (one power application and one electronic application)
Part i)-iii) was examined during period 2 and part iv) was examined after period 2.

THE STUDENT'S WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?

The students work clearly much less than expected according to the enquiry. However, there might be two reasons for that:
i) they have not done the last examination moment in the course when responding to this question
ii) the course generally attracts the interest of some of the really best exchange students and engineering physics students at KTH

THE STUDENTS' RESULTS

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

The students have succeeded very well in the course and there are a large number of students with grade A and B, but also a few ones with grade E. There has been more students with grade A this year than before. One student did not completely finish the course, while all students that finished it have passed.

OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

The learning environment seems to be good. The number of students in different groups is too small to make any correct statistical analysis. In most cases, the swedish students and the exchange students have similar answers (with a few small differences).

ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

There could have been possibilities for formative individual training with feedback before the examination. However, this is a course with few students and therefore a tight economy, so any such activities must be developed through E-learning. The learning environment is not very explorative, but this is a first course in superconductivity explaining the basic conceptual ideas in the field and it is difficult to have time for such activities in the course.

ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

Since the course is examined continuously, the most important advice put forward by the students taking the course would be to read continuously and start with the group assignment tasks already at an early stage.

The students that come to this course seems to be very interested in the subject. Their meanings about the examination in the course is divided, where a majority thinks that it is very good and a few ones are negative. Some students also thinks that the grading was too hard based on the relatively higher number of points for getting grade A than in other courses. However, a large number of the students actually got grade A in the course, so in reality this is not an issue at all!

A final aspect is that the students do not feel very well prepared for the group essay on evaluation of a superconducting application, since they have not done something similar before.

PRIORITY COURSE DEVELOPMENT

What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

Clearer information about the grading so that students understand that a higher demand for grade A in this course is relevant based on the way the course is examined.

Some introduction and advice about how to work and think when evaluating an application.

OTHER INFORMATION

Is there anything else you would like to add?

The majority of the students seems to easily pass the course with grad A or B, while there are a few ones that just passed the course. This has to be though over in a more consistent way and possibly one has to add som online material to help the students with the largest difficulties.

8 students out of 15 answered the LEQ.

Kursdata

IM2661 - Supraledning och tillämpningar, HT 2015

Kursfakta

Kursen startar:	2015 v.45
Kursen slutar:	2016 v.3
Antal högskolepoäng:	6,0
Examination:	TEN1 - Tentamen, 6,0, betygsskala: A, B, C, D, E, FX, F
Betygsskala:	A, B, C, D, E, FX, F

Bemanning

Examinator:	Magnus Andersson <magnusan@kth.se>
Kursomgångsansvarig lärare:	Magnus Andersson <magnusan@kth.se>
Lärare:	
Assistenter:	

Antal studenter på kursomgången

Förstagångsregistrerade:	15
Totalt registrerade:	16

Prestationer (endast förstagångsregistrerade studenter)

Examinationsgrad[1] [%]	93.30%
Betygsfördelning[2] [%, antal]	A 50% (7) B 29% (4) C 7% (1) E 14% (2)
Prestationsgrad[3] [%]	93.30%

1 Andel godkända studenter
2 Betygsfördelning för godkända studenter
3 Andel avklarade poäng